



**USWORTH COLLIERY  
PRIMARY SCHOOL**

**YEAR 5**

**KEY SKILLS, KNOWLEDGE  
& UNDERSTANDING**

**CURRICULUM  
COVERAGE 2021-2022**

# SCIENCE

<p>Year 5 &amp; 6</p>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Use their science experiences to explore ideas and raise relevant questions</li> <li>• Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions and explain why.</li> <li>• Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</li> <li>• Makes reasoned predictions using evidence to support their ideas and making links to other scientific knowledge.</li> <li>• Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment</li> <li>• Recognise which secondary sources will be most useful to research and use information from relevant different sources to begin to plan an investigation.</li> <li>• Make their own decisions about what observations to make, what variables are needed and what measurements to use and how long to make them for.</li> <li>• Choose the most appropriate equipment to make measurements with increasing accuracy and precision, taking repeat measurements where appropriate.</li> <li>• Decide appropriate way to record complex data and results (scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs)</li> <li>• Draw conclusions from their work and link their conclusions to scientific knowledge and vocabulary</li> <li>• Look for different causal relationships in their data and identify evidence that refutes or supports their ideas</li> <li>• Uses graphs to answer scientific questions.</li> <li>• Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas,</li> <li>• To use oral, ICT and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results</li> <li>• Use their results to make further predictions and identify when further enquires, observations, comparative and fair tests might be needed</li> <li>• Independently discusses the success of their working methods and suggests ways of improving their work and say why they think this.</li> <li>• To discuss how scientists, have breakthroughs and how they have developed scientific ideas over time. Identify scientific evidence that has been used to support or refute ideas over time.</li> </ul>
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<p>Year 5</p>	<p><b>Animals and Humans</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Describe the period of adolescence, describing changes that happen to both girls and boys in puberty</li> <li>• Research the gestation periods of other animals and compare them with humans</li> <li>• Draw a timeline to indicate the stages of growth and development in the human life cycle</li> </ul> <p><b><u>Properties and Changes of Materials</u></b></p> <ul style="list-style-type: none"> <li>• Compare and classify everyday materials based on a range of properties</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials</li> <li>• Identify soluble and insoluble materials</li> <li>• Identify, describe and compare mixtures and solutions</li> <li>• Name and describe some reversible changes</li> <li>• Use my knowledge of solids, liquids and gases to decide how mixtures should be separated</li> <li>• Explain some changes result in new materials</li> <li>• Conduct research about how chemists create new materials</li> </ul> <p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"> <li>• Research life cycles of a range of animals (including some in the local environment)</li> </ul>
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*Key Skills, Knowledge and Understanding*

- Compare similarities and differences of the life cycles of animals
- Describe the life process of reproduction in some animals
- Research the work of well-known naturalists and animal behaviourists
- Describe the life process of reproduction in some plants

#### **Forces**

- Explain the effect of gravity
- Identify the effects of friction
- Identify the effects of air resistance
- Identify the effects of water resistance
- Explain how simple mechanisms (gears, levers and pulleys) work.
- Identify that simple mechanisms allow a smaller force to have a greater effect.

#### **Earth and Space**

- Name and describe the range of celestial bodies in our Solar System , comparing their similarities and differences
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Describe the motion of the Earth and other planets relative the Sun
- Research how our ideas of the solar system have changed over time
- Describe the movement of the moon relative to the Earth.
- Explain why we have day and night

# GEOGRAPHY

## WHOLE SCHOOL GEOGRAPHY OVERVIEW

When teaching each geographical area, the five key geographical skills must be taught for each one.

- Map skills
- Fieldwork
- Building a sense of place (physical and human features)
- Enquiry/Using sources
- Environment

For each location children will learn about and compare some or all of the following geographical themes.

- Land use / settlement
- Weather and climate
- Lifestyle and culture
- Sustainability and environment
- Trade/economy (KS2)

**THE FIRST LESSON IN ANY TOPIC MUST SET THE CONTEXT BY FOCUSING ON IDENTIFYING WHERE IN THE WORLD THE PLACE IS, WHAT CONTINENT IT IS ON, WHAT SEAS SURROUND IT, WHAT THE CAPITAL AND MAJOR CITIES ARE AND WHAT THE CULTURE IS LIKE IN THAT LOCATION.**

### Year 5

#### Autumn

Greece – A country of islands!

#### Spring

North America – What is the difference between America and the USA?

#### Summer

Dubai – No islands, no problem. In Dubai they just build them!

**Objectives should be taught and revisited in each topic.****Sense of Place**

- Identify climate zones and vegetation belts around the world.
- Identify significant places and environments around the world
- Identify how physical features can affect how an area develops (resources, coastlines, natural defences etc.)
- Identify the impact on trade of the human features of an area.
- Map and compare land use in different locations.
- Make detailed comparisons between places using land use, human, physical, climate features.
- To identify lines of longitude and latitude on a world map and begin to use them to compare locations.
- Name and locate some countries and capitals in North America.

**Map Skills**

- Use 8 compass points to describe locational relationships.
- Use 4 figure grid references to identify places/features on an OS map.
- Follow short routes using an OS map.
- Select maps for a specific purpose. (eg. An atlas to locate China, map of UK to locate London, OS map to locate a church)
- Draw sketch maps using standard symbols and a key.
- Use scale to measure straight line distances.

**Fieldwork**

- Independently decide how to collect data about a location and present findings in an appropriate form.
- Compare findings with information about other locations and draw conclusions (focus on land use).
- Use a variety of sources as evidence to compare the local area to the past (maps, photos, anecdotes etc.)
- Create a simple scaled sketch map of a location/feature.
- Make semi-independent decisions on how to collect data to answer own questions.

**Geographical Enquiry/Using Sources**

- Use both primary and secondary sources when investigating a locality.
- With support, reach plausible conclusions about a location and present findings graphically and in writing.
- Begin to suggest relevant questions for investigating a location, drawing on prior knowledge.

**Environment**

- Understand that humans are having a negative impact on the environment, including the impact of human activity on climate change.
- Suggest ways to help save the environment and possibly reverse climate change – turn lights off, electric cars etc.
- Identify the negative effects of using non-renewable energy sources
- Suggest some different ways to make a location more sustainable

# HISTORY

## WHOLE SCHOOL HISTORY OVERVIEW

**When teaching each historical era, the 7 key history skills must be taught for each one.**

- Constructing the Past
- Sequencing the Past/Chronology
- Continuity and Change
- Cause and Effect
- Significance and Interpretation
- Historical Enquiry
- Using Sources as Evidence

**In each era children will learn about and compare some or all of the following historical themes**

- Achievements (scientific and cultural)
- Housing and architecture
- Society (politics and class)
- Food Farming and Trade
- Entertainment
- Beliefs
- Weapons and warfare

**THE FIRST LESSON IN ANY TOPIC MUST SET THE CONTEXT FOR THAT HISTORICAL ERA – HOW DOES IT COMPARE TO PREVIOUS TOPICS LEARNT, WHAT WAS LIFE LIKE IN THE PLACE BEFORE THIS ERA BEGAN ETC.**

<p>Year 5</p> <p>Autumn</p>	<p><b>Usain Bolt and Boris Johnson – How did the Greeks lead us to this?</b></p> <p>Ancient Greece - A study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Democracy, philosophers.</li> <li>• <b>Housing and architecture</b> Temples and amphitheatres,</li> <li>• <b>Society (politics and class)</b> Compare to Saxons, Greece is a collection of states including Athens and Sparta. Alexander the Great and mixing of cultures.</li> <li>• <b>Food Farming and Trade</b> Long coastline and islands, trade by sea.</li> <li>• <b>Entertainment</b> Greek myths – why did they use mythology? (Explained phenomena, reinforced ideas of Gods, and justified social and political institutions). Olympics</li> <li>• <b>Beliefs</b> Gods and Goddesses linked to the myths</li> <li>• <b>Weapons and warfare</b> Trojan Horse, Athenian and Spartan wars, Greek warships (link to physical features). Phalanx (similar to tortoise formation – compare with Romans). Alexander the Great and his defeat of Persia, mixing of cultures.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Construct a clear picture of what life was like before and during a historical era.</li> <li>• Understand that the Ancient Greek era was very large and split into different periods – link back to Egyptians.</li> <li>• Understand the chronological place in world history of different eras/periods.</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Accurately use BC (BCE) and AD (CE) to describe events and periods.</li> <li>• Sequence key events on a scaled timeline, which crosses BC (BCE) and AD (CE)</li> <li>• Identify the duration of each period and how long ago these periods were.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify the changes of Greek achievements and inventions from different periods – democracy, society, entertainment, beliefs, punishments etc.</li> <li>• Identify continuities between the different Greek periods – democracy, society, entertainment, beliefs etc.</li> <li>• Compare the above to life in similar periods of Ancient Egypt.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Consider how the geography of the Greek peninsula led to the creation of Greek City-states and the effect this had.</li> <li>• Identify the effects on today's world of past events - influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</li> <li>• Identify a range of causes for specific events - What led to the Peloponnesian wars and the Battle of Thermopylae and the effect it had on the region. Why did Spartans and Athenians dislike each other so? What was different/similar about their lifestyles.</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand that there are different interpretations of events due to bias - Use Battle of Thermopylae primary sources to solidify possibilities of bias and write from both viewpoints</li> <li>• Consider the significance of Greek innovations on modern day life – why is it known as the 'cradle of democracy'? What is the significance of the Olympics?</li> <li>• Consider the significance of historical individuals - Investigate one of the key Greek thinkers – why were they significant? What changes/ideas are they known for? How did their thinking affect modern life?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independently select sources, evidence or arguments to justify opinions – could Investigate some of the Greek myths – what was their purpose? How did they affect people's lives? Why do we still remember them now?</li> <li>• Use historical terms/vocabulary to articulate opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Use sources to interpret different viewpoints– Battle of Thermopylae – Herodotus and Tacitus</li> <li>• Identify how sources might be affected by bias and explain how this affects our understanding.</li> </ul>
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<p>Year 5 Spring</p>	<p><b>How would you like to spend your day in a factory?</b></p> <p>Industrial Revolution - A Study of an aspect or theme in British history, beyond 1066</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Cragside, the first electricity production. Compare with modern day environmentally friendly electricity/technologies. Sanitation (link to Romans)</li> <li>• <b>Housing and architecture</b> Factories and mills, Victorian housing, development of towns and cities. Fire and safety developments in mill buildings.</li> <li>• <b>Society (politics and class)</b> Child labour and legislation.</li> <li>• <b>Food Farming and Trade</b> Trade links (Empire) and mass production.</li> <li>• <b>Entertainment</b> Ability and expansion of physical horizons, holidays.</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build an understanding of life prior to and in Victorian times and their impact on the world – achievements, housing, society, education and entertainment. Link back to colonialism and British Empire as looked at in WWII and Stephenson topics.</li> <li>• Construct a clear picture of life at the beginning of the Victorian era compared to life when Victoria died in 1901.</li> <li>• Understand the chronological place in world history of different eras - Place Victorian Britain into chronological context</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Accurately use BC (BCE) and (AD) to describe periods in history.</li> <li>• Use scaled timelines to sequence inventions in Industrial revolution</li> <li>• Identify the duration and intervals of different eras/events</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify a range of continuities and changes within a specific era</li> <li>• Identify any similarities and differences before and after the industrial revolution. society, wealth, sanitation, pollution, workhouses, factories, education, rural to urban living, farming to industry etc</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify a range of causes for a specific event - what led to Victorian inventions created so many inventions that are still around today technological advances (think back to mining in Y3), new raw materials from Empire, lack of money in agricultural work etc.</li> <li>• Identify the effect of Victorian inventions on today's world – education, mass manufacture, working conditions, human rights, punishments in schools, growth of Empire</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of Victorian achievements and their impact on today's world</li> <li>• Compare different interpretations of events and decide on their reliability – why might they differ – what were the writer's motives?</li> <li>• Interpret the achievements of the Victorians in the context of then and now, right and wrong, good or bad etc.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independent selection of sources, arguments and evidence to justify opinion - important achievements from the Victorians using critical thinking, research and debate</li> <li>• Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Identify the effectiveness of sources as evidence and use them in debates</li> <li>• Use census data to investigate population shifts and changes.</li> </ul>
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<p>Year 5</p> <p>Summer</p>	<p><b>Were the Anglo-Saxons really smashing?</b>  Britain's invasion and settlement by Anglo Saxons</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Laws and crime and punishment, Weregeld. Development of the English Language</li> <li>• <b>Housing and Architecture</b> Changes in buildings since the Romans left.</li> <li>• <b>Society (politics and class)</b> Roman withdrawal (Collapse of Empire) Different kingdoms and different rulers. Development of a countrywide monarch – Angleland.</li> <li>• <b>Food Farming and Trade</b> Saxons attracted by better arable land and weather conditions in Britain</li> <li>• <b>Entertainment</b> Storytellers- Beowulf, feasting halls and music (Jarrow Hall) Jewellery (link to Sutton Hoo)</li> <li>• <b>Beliefs</b> Christian to Pagan to Christianity (link to Northern Saints, Bede)</li> <li>• <b>Weapons and warfare</b> Invasion and settlement of the Angles, Saxons and Jutes</li> </ul> <p><b>Constructing the Past</b></p> <ul style="list-style-type: none"> <li>• Build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain – achievements, architecture, society, entertainment, beliefs etc.</li> <li>• Identify the changes in life in Britain in the intervening years between the Romans leaving and the first invaders arriving.</li> <li>• Placing Anglo-Saxon Britain into the wider context of historical chronology</li> </ul> <p><b>Sequencing the Past/Chronology</b></p> <ul style="list-style-type: none"> <li>• Accurately use BC (BCE) and AD (CE) to describe eras.</li> <li>• Sequence different periods of invasion onto scaled timelines, justifying reasons and</li> <li>• identify duration and intervals of different events</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Identify a range of continuities and changes throughout Anglo-Saxon Britain from Roman Britain – housing, society, foods, entertainment, beliefs etc.</li> <li>• Compare similarities and differences from the beginning and end of a historical era.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• Identify a range of causes for a specific event - what led the different Germanic tribes to leave their homelands and invade Britain. Land, weather, invitation (Hengist and Horsa invited by Vortigern), lack of defences once romans had left.</li> <li>• Consider the effect on British life due to the to past events - would invasions have made too much difference at first? Did they fight or accept and work/trade with invaders? Beginnings of Christianity, poetry, language as we know it. Eventually led to concept of 'Britain' and our country's name - Angleland</li> </ul> <p><b>Significance and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Identify the significance of historical events - how Britain was divided up into kingdoms and the effect this had on the lives of people living there – close to the border could lead to raids, each area dominated by different invading tribes, waxing and waning power of different kingdoms – leave Alfred the Great out as he comes in during the Saxon-Viking struggles in Y6.</li> <li>• Interpret the findings at Sutton Hoo to discern what life might have been like in Anglo-Saxon times.</li> <li>• Compare sources of evidence to help identify reliable information – consider a range of information (author, audience, purpose of a source, where and when it was created).</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Independent selection of sources, arguments and evidence to justify opinion</li> <li>• Use historical terms/vocabulary to articulate opinions.</li> </ul> <p><b>Using Sources as Evidence</b></p> <ul style="list-style-type: none"> <li>• Use sources to interpret different viewpoints.</li> <li>• Identify how some sources may be affected by bias and explain how this affects our understanding</li> </ul>
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# ICT

Year 5 & Year 6	<p><b>Programming</b></p> <ul style="list-style-type: none"><li>• Write programs to control hardware and avatars.</li><li>• Create variables.</li><li>• Combine a range of sensors, inputs and outputs to control devices and trigger events.</li><li>• Identify how sensors are used in the real world.</li><li>• Use IF commands within my programs.</li><li>• Use a repeat forever loop within my commands.</li><li>• Consider how an algorithm works and outline any changes I have made.</li></ul> <p><b>Handling Data</b></p> <ul style="list-style-type: none"><li>• Create a range of appropriate graphs and tables and use them as part of another piece of work.</li><li>• Create a formula in a spreadsheet and then check for accuracy and plausibility.</li><li>• Identify where databases are used inside school.</li></ul> <p><b>E-communication</b></p> <ul style="list-style-type: none"><li>• Use messaging to communicate with others.</li><li>• Be aware of different forms of e-communication and how they can be used inside and outside of school, including social networking.</li></ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"><li>• Incorporate graphics where appropriate, using the most effective text wrapping formats.</li><li>• Use the spell checker and thesaurus by right clicking.</li><li>• Use keyboard shortcuts to copy and paste images and text.</li><li>• Use the Shift key to add punctuation and/or symbols.</li><li>• Understand the safe zone and usually consider it when creating documents, particularly desktop publishing.</li><li>• Remove hyperlinks from words and images to make them easier to reorganise and manipulate.</li><li>• Create my own spreadsheet model and tables by reformatting cells using the border, fill, merge options.</li></ul> <p><b>Understanding Networks</b></p> <ul style="list-style-type: none"><li>• Begin to understand the role servers play when using ICT safely.</li><li>• Understand that the outcome of internet searches at home will differ at school and home.</li><li>• Map a simple network and appreciate the role of different elements.</li></ul> <p><b>Multimedia Production</b></p> <ul style="list-style-type: none"><li>• Use a range of presentation applications.</li><li>• Make a multimedia presentations that contain: sound; animation or video and hyperlinks.</li><li>• Create transparent images using a layered editing program &amp; save them in an appropriate format.</li><li>• Use appropriate software to plan, create, edit and present my work to a selected audience.</li><li>• Consider the effect of angles and filters when altering images.</li></ul> <p><b>Using the internet</b></p> <ul style="list-style-type: none"><li>• Understand how search engines function.</li><li>• Compare the results of different searches and modify my search strategies to gain better results.</li><li>• Using tabbed browsing, copy and paste, download and save information following simple lines of enquiry.</li><li>• Check the validity and accuracy of different sources by considering a range of information.</li></ul> <p><b>E-safety</b></p> <ul style="list-style-type: none"><li>• Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</li><li>• Understand that copyright exists on most digital content and can reference information sources.</li><li>• Know several solutions if I discover something malicious or inappropriate.</li><li>• Recognise the potential risks of using technology and understand how to minimise those risks and create tips to help others use them safely.</li><li>• Appreciate that everything I put online may be seen and used by others and cannot be deleted.</li><li>• Understand that online environments have security settings, which can be altered, to protect the user</li><li>• Understand the potential risk of providing personal information online and understand methods which others may use to obtain it.</li><li>• Recognise various techniques that malicious adults may use to contact children online and recognise that it is unsafe to meet unknown people.</li><li>• Discuss the positive and negatives of ICT in my own and the lives of others.</li><li>• Understand benefits of developing an alias when publicly using the internet.</li></ul>
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# MUSIC

Year 5	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Breathe in the correct place when singing.</li><li>• Sing and use my understanding of meaning to add expression.</li><li>• Maintain my part whilst others are performing my part.</li><li>• Improvise within a group using melodic and rhythmic phrases.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Change sounds or organise me differently to change the effect.</li><li>• Compose music which meets specific criteria.</li><li>• Use my notations to record groups of pitches (chords).</li><li>• Choose the most appropriate tempo for a piece of music.</li></ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"><li>• Describe, compare and evaluate music using musical vocabulary.</li><li>• Explain why they think my music is successful or unsuccessful.</li><li>• Suggest improvements to my own or others' work.</li><li>• Choose the most appropriate tempo for a piece of music.</li><li>• Contrast the work of famous composers and show preferences.</li><li>• Repeat a phrase from the music after listening intently.</li></ul>
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# MFL

Year 5 & 6	<p><b>Listening &amp; Responding</b></p> <ul style="list-style-type: none"><li>• Understand longer passages made up of familiar language in simple sentences.</li><li>• Identify the main points and some details.</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>• Hold a simple conversation with at least 4 exchanges.</li><li>• Use their knowledge of grammar to speak correctly.</li></ul> <p><b>Reading &amp; Responding</b></p> <ul style="list-style-type: none"><li>• Understand a short story or factual text and note some of the main points.</li><li>• Use context to work out unfamiliar words.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Write a paragraph of about 4-5 simple sentences.</li><li>• Adapt and substitute individual words and set phrases.</li><li>• Use a dictionary or glossary to check words I have learnt.</li></ul>
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# ART

Year 5

## **Drawing**

- Identify and draw simple objects, and use marks and lines to produce texture.
- Use shading to create mood and feeling.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Explain why I have chosen specific materials to draw with.

## **Painting**

- Create a range of moods in my paintings.
- Express my emotions accurately through my painting and sketches.

## **Printing**

- Print using a number of colours.
- Print onto different materials.

## **Textiles/ 3D**

- Experiment with and combine materials and processes to design and make 3D form.
- Sculpt clay and other mouldable materials.
- Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.

## **Collage**

- Use ceramic mosaic to produce a piece of art.
- Combine visual and tactile qualities to express mood and emotion.

## **Sketchbooks**

- Keep notes in my sketch books as to how I might develop my work further.
- Use my sketch books to compare and discuss ideas with others.

## **Use of it**

- Experiment with media to create emotion in art.

## **Knowledge**

- Experiment with different styles which artists have used.
- Learnt about the work of others by looking at my work in books, the Internet, visits to galleries and other sources of information.
- Research the work of an artist and use their work to replicate a style.

# DT

Year 5	<p><b>Developing, planning &amp; communicating ideas</b></p> <ul style="list-style-type: none"><li>• Come up with a range of ideas after I have collected information.</li><li>• Take a user's view into account when designing.</li><li>• Produce a detailed step-by-step plan.</li><li>• Suggest some alternative plans and say what the good points and drawbacks are about each.</li></ul> <p><b>Evaluating processes &amp; products</b></p> <ul style="list-style-type: none"><li>• Check that my design is the best it can be.</li><li>• Check whether anything could be improved.</li><li>• Evaluate appearance and function against the original criteria.</li></ul> <p><b>Working with tools, equipment, materials &amp; components</b></p> <ul style="list-style-type: none"><li>• Explain why my finished product is going to be of good quality.</li><li>• Explain how my product will appeal to the audience.</li><li>• Use a range of tools and equipment expertly.</li><li>• Persevere through different stages of the making process.</li></ul> <p><b>Cooking &amp; Nutrition</b></p> <ul style="list-style-type: none"><li>• Describe what I do to be both hygienic and safe.</li><li>• Say if I have presented my product well.</li><li>• Explain how my product should be stored with reasons.</li><li>• Set out to grow my own products with a view to making a salad, taking account of time required to grow different foods.</li></ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"><li>• Think what the user would want when choosing textiles.</li><li>• Explain how I made my product attractive and strong.</li><li>• Make up a prototype first.</li><li>• Use a range of joining techniques.</li><li>• Think about how my product could be sold.</li><li>• Think about what would improve my product even more.</li></ul> <p><b>Electrical &amp; mechanical components</b></p> <ul style="list-style-type: none"><li>• Incorporate a switch into my product.</li><li>• Refine my product after testing it.</li><li>• Incorporate hydraulics and pneumatics.</li></ul> <p><b>Use of materials</b></p> <ul style="list-style-type: none"><li>• Measurements are accurate enough to ensure that everything is precise.</li><li>• Explain how I have ensured that my product is strong and fit for purpose.</li></ul> <p><b>Mouldable materials</b></p> <ul style="list-style-type: none"><li>• Refine and further improve my product using mouldable materials.</li></ul>
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# RE

Year 5	<p><b>Knowledge &amp; Understanding of Religion</b></p> <ul style="list-style-type: none"><li>• Make links between some of the beliefs and features of Islam and Christianity</li><li>• Describe some similarities and differences both within and between religions.</li><li>• Describe the impact of religions on people's lives.</li><li>• Suggest meanings for a range of religious expression.</li><li>• Describe what different religions teach about the environment</li></ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"><li>• Express their own views in response to religious materials.</li><li>• Use sound reasons to support their own views.</li><li>• Show understanding of differing views.</li></ul> <p><b>Personal Reflection</b></p> <ul style="list-style-type: none"><li>• Reflect on their own beliefs, ideas, feelings, values and beliefs</li></ul>
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# PSHCE

Year 5	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"><li>• Give examples of our emotional needs and explain why they are important.</li><li>• Give examples of how to be a good friend and explain why these qualities are important. Give examples of these qualities in action and the difference they make. Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</li><li>• Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).</li></ul> <p><b>Valuing Difference</b></p> <ul style="list-style-type: none"><li>• Give examples of how having different groups of people is something to celebrate.</li><li>• Give examples of different faiths and cultures and positive things about having these differences.</li><li>• Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)</li><li>• Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li></ul> <p><b>Keeping Myself Safe</b></p> <ul style="list-style-type: none"><li>• Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.</li><li>• Give examples of things that might influence a person to take risks online and understand that I have a choice.</li><li>• Give examples of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).</li><li>• Know the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.</li><li>• Understand how knowing the real norms about smoking can influence people to choose not to smoke and reflect on how this might be the case for other drugs, including alcohol and illegal drugs.</li></ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Give examples of some of the rights and related responsibilities I have as I grow older, at home and school.</li><li>• Explain some of the wider rights and responsibilities that we have, such as to the community or the environment.</li><li>• Give examples of things that I am responsible for to keep myself healthy.</li><li>• Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.</li><li>• Explain that local councils spend money on services where I live and give examples of one of these services. Understand that local councils have to make decisions about how money is spent on things we need in the community.</li></ul> <p><b>Being my Best</b></p> <ul style="list-style-type: none"><li>• Give an example of when I have had increased independence and how that has also helped me to show responsibility.</li><li>• Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).</li><li>• Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</li></ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"><li>• Explain what resilience is and how it can be developed.</li><li>• Recognise good and not so good feelings that people have, and how having resilience can help</li><li>• Describe how I can develop my confidence/resilience.</li><li>• Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement).</li><li>• Describe that I can prepare for changes (e.g. to get the facts, talk to someone). I can suggest ways to cope with strong emotions in response to change</li><li>• Recognise the ways my body responds when I may need help.</li><li>• Identify when I need help and can the trusted adults in my life who can help me.</li><li>• Recognise when others may need to get help and know how to advise them to talk to a trusted adult.</li></ul>
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